

# Furze Children's Centre

Furze Childrens Centre, 1a Farrance Road, ROMFORD, RM6 6EB

<b>Inspection date</b>	19/09/2012
Previous inspection date	29/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- All children enjoy playing with a wide and interesting range of play experiences, which supports their all-round development. This helps them to progress and achieve in all areas of the curriculum.
- Children are secure and have strong bonds with staff, young children show excitement as they enter the nursery.
- Effective monitoring of the setting's care and education, means management and staff continually develop practice, supporting children's development.
- Good partnership with parents has been established which includes parents in planning for their child's progress.

### It is not yet outstanding because

- Teaching techniques do not always challenge children in further understanding how they can develop their learning through play.
- At times staff do not always challenge negative action from children towards each other.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed the children during play
- The inspector sampled documents including children's learning records, policies and procedures
- The inspector had a tour of the premises

## Inspector

Caroline Preston

## Full Report

### Information about the setting

Furze Children's Centre registered in December 2008 and is one of several Westminster Children's Society projects working in partnership with the Borough of Barking and Dagenham Children's Centres. The centre is situated in Chadwell Heath, in Romford, within the London Borough of Redbridge. Families also have access to the other services available on site. The nursery is registered for a maximum of 52 children on the Early Years Register. Currently there are 28 children in the early years age range on roll. The nursery receives funding for the provision of free early education for three-and-four-year-olds. The building has been designed to ensure accessibility to all service users. There is access to an outside play area from all children's rooms. The nursery opens five days a week all year round, except bank holidays, from 8am until 6pm Monday to Friday. There is a team of fourteen staff who work with the children, all of whom hold an early years

qualification of level two or above.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- talk to children about what they are doing, how they plan to do it, what worked well, and what they can change next time
- support children in developing positive relationships by challenging negative actions towards other children.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children take part in a full range of good, interesting and stimulating activities, which helps them to progress and develop. Young children are confident in their physical abilities, they crawl and walk, holding on to furniture for support. They climb small apparatus and sit and ride small bikes. They listen to staff who interact with them skilfully. Children follow instructions well and attempt to speak. Children enjoy finding their own nose, eye or tummy as part of naming games. They engage with staff to help achieve a goal, for example, to reach a toy. Young children sit unsupported on the carpet as they play. Children listen to stories and concentrate; they recite numbers in order to 10. Children talk about what they have observed, for example, the flying bugs in the garden. Children join construction pieces together to build and balance. They understand what is being said to them and have formed strong relationships with staff. All children explore their environment both inside and outside. Play resources such as digging areas sustain their curiosity; they have a go at new challenges during play. Active learning supports development; children concentrate on making paper aeroplanes. They create and think during messy play activities with cotton wool and flour. Activities vary across the age groups; younger children enjoy lots of sensory play and floor play. This supports their all-round development. They enjoy learning through touch and smell and physical activities. Older children spend time and choose activities, such as construction and outdoor play. They learn outside, experience the weather changes and enjoy the fresh air.

Staff demonstrate high expectations of children. They value and praise them in their play. Staff help to motivate children by sitting and playing with them. They sit alongside them during sand play and small table top games. This helps children to feel secure and enthusiastic to learn. Children learn and develop from their starting points. Observations

show progress from the babyroom to pre-school. Staff use photographs and assessments to share with parents and outside agencies where necessary the achievements children make. Children acquire the skills necessary for school; they learn to concentrate, share and take turns and behave well. Children learn to use activities as a learning tool; for example, building using construction tools.

Staff work closely with parents to help children settle and feel secure in the nursery. Parents share what they know about their child when they start. Staff undertake observations when children settle, to gain knowledge of their starting points. Parents attend parental meetings to discuss their child's progress and are offered written information about the setting's policies and educational programme.

### **The contribution of the early years provision to the well-being of children**

Children show they are happy and secure; they develop strong emotional attachments to staff. Young children are eager to run into the arms of staff when they arrive. Children with additional needs form good relationships with staff. They work closely with their key person, who bonds with them. Children progress through happy, established relationships with staff. This enables children to achieve in all areas. All children work closely with their key person, who helps children to settle and monitor their progress. The key persons work alongside parents and outside agencies to support their progress. This helps children to be motivated to learn and develop confidence. Younger children show they are happy being cuddled and being very close to staff; they feel secure and bond well. Older children enjoy the freedom of playing with their peers, or if they choose, sitting and playing alongside staff.

Children behave well and understand appropriate boundaries; however, sometimes children can be unkind to each other during play. Staff interact with children and use good teaching techniques. This helps children to enjoy and learn through play. However, staff do not always challenge children further during play, to help them understand what and how they are learning. Staff are good role models and encourage children to take risks, which help them become independent, such as climbing and balancing. Risk assessments show all areas of the nursery are assessed for possible dangers and any are removed to keep children safe from harm.

Children enjoy healthy foods; written menus are available for parents to view and all dietary needs meet children's individual requirements. Children attend to their own personal needs; they show confidence and understand why they wash their hands after toileting. Small babies have their health, physical, and all round needs met. Daily routines help young babies to feel secure and safe. Children enjoy attending the well resourced, warm and welcoming environment with plenty of learning opportunities. Staff support children in their transitions between nursery and school. Children visit schools and teachers visit children in the nursery.

### **The effectiveness of the leadership and management of the early years**

**provision**

Good systems are in place to monitor the delivery of the learning and development requirements. The management team work closely with staff .They support the implementation of the educational programme, by working with local authority teachers, who support staff to deliver the curriculum. Management's effective understanding of the safeguarding and welfare requirements means that children's welfare is paramount. They implement good strategies to support staff to be able to identify any concerns and follow procedures.

Management and all staff show knowledge of the impact of any failures to comply with requirements. This means that continual training and understanding of the requirements are monitored to safeguard children. Senior staff know staff's individual strengths and weaknesses through monitoring them in the playrooms. This enables them to address any issues. Strong management helps staff to meet their roles and responsibilities; staff are offered training to develop their skills. Supervision and appraisals of staff mean management constantly monitor staff progression.

Effective self-evaluation identifies strengths and weaknesses in practice. Effective support from the Children Centre staff helps the nursery develop their practice because of the many different professionals offering their skills to nursery staff. The nursery works closely with other professionals to improve the care and education children receive. All policies are shared with parents and strong engagement with parents means they are aware of what the nursery offers and how this supports their child in their learning.

**What inspection judgements mean**

**Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY372343
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	815619
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	28
<b>Name of provider</b>	The London Early Years Foundation
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	0208 724 1944

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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